



REPORT TO THE NATION FY 2013

PROTECTING THE PROMISE

Serving America's Correctional Systems



**U.S. Department of Justice
National Institute of Corrections
320 First Street, NW
Washington, DC 20534**

Robert M. Brown, Jr.

Acting Director

Jim Cosby

Chief, Community Services Division

Harry Fenstermaker

Chief, Financial Management Division

Virginia Hutchinson

Chief, Jails Division

Chris Innes, Ph.D.

Chief, Research and Information
Services Division

BeLinda Watson

Chief, Prisons Division

Donna Ledbetter

Project Manager

National Institute of Corrections
www.nicic.gov



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MESSAGE FROM THE DIRECTOR

We're in the people business. As much as we like to talk about numbers—rates of recidivism, caseloads, population growth, etc.—the real story behind the work we do is the lives we save, the people we help, and the communities we keep safe. That's the nature of corrections.

In this year's annual report to the nation from the National Institute of Corrections (NIC), we hope that the stories of the lives we've touched and the jurisdictions we've helped come through. More than just the numbers, it's the training, information, and technical assistance that we've provided throughout the fiscal year that truly matters, because it is those stories and those successes that best illustrate what we do.



This year you'll read about successful transitions of offenders in the Fresno, California, Transition Unit, a collaborative effort between the Fresno County Sheriff's Office and the Fresno County Probation Department. You'll learn about the officers whose careers were changed after taking NIC's management and leadership courses. Then there's the story of the Kansas Department of Corrections, saving both time and money by having its staff take NIC's free e-courses as part of their required training. There are numerous stories, and we hope that the few we have selected for this annual report provide an accurate reflection of the effect our work has.

Make no mistake, however, that while we're sharing with you our proudest moments, we've weathered the same effects of the stormy economy that each of you have. We have been challenged by travel restrictions, training cancellations, and delays and denials of requests for technical assistance due to economic forces. In our Jails Division alone, 11 training events were canceled. But in this adversity, we continue to make a difference and serve the field of corrections.

We have enjoyed being of service to the country this fiscal year, and we look forward to being part of more of the positive, inspiring stories in corrections that are still to come.

Robert M. Brown, Jr.

Acting Director

National Institute of Corrections

ABOUT THE NATIONAL INSTITUTE OF CORRECTIONS





MISSION

The National Institute of Corrections (NIC) is a center of learning, innovation, and leadership that shapes and advances effective correctional practice and public policy.

STRATEGIC OUTCOMES

The outcomes of NIC's activities contribute significantly to the achievement of the following state, local, and federal correctional goals and priorities:

Effectively managed prisons, jails, and community corrections programs and facilities

We will provide services in effective planning, management, and operations strategies that provide constitutional, ethical, humane, safe, and cost-effective prisons, jails, and community corrections programs and facilities.

Enhanced organizational and professional performance in corrections

We will provide education and training opportunities in management, leadership, and specialized areas based on value-centered principles and best practices that will continually enhance organizational and professional performance.

Community, staff, and offender safety

We will provide correctional practices and procedures that maximize the safety of the community, staff, and offenders; hold offenders accountable; and improve the likelihood of offenders choosing responsible, law-abiding behavior.

Improved correctional practices through the exploration of trends and public policy issues

We will promote the exploration of critical issues and the shaping of public policies that improve the effectiveness, efficiency, and human quality of practices that impact corrections.

Enhanced services through improved organization and staff effectiveness

We will provide opportunities for organizational and professional growth to enhance our services. We will implement a strategic management process that leads to improved organizational structure, management practices, and program planning that support the mission and vision, consistent with available resources.

OPERATIONS





Managing corrections is like managing a business. Administrators must think not only about meeting the needs of the people they serve—the public, the lawmakers, the offenders on their watch—but the operational needs of their jurisdiction or facility as well. Items such as budget planning, building maintenance, officer recruitment, and public relations matter just as much to effective correctional operations as do security needs, staff training, and emergency preparedness.

The National Institute of Corrections (NIC) assists the country with meeting these operational needs. Like a consultant to a business, we provide training, information, and technical assistance to help corrections administrators and jurisdictions work through difficult decisions and ultimately improve operations.

Here we highlight just a few examples of how we've assisted jurisdictions in this manner and the results they've seen.

PLANNING OF NEW INSTITUTIONS

Not more than a few decades ago, the operations of America's jails had declined to such a degree that state and federal court systems became heavily involved in the operations and conditions that jail inmates were being exposed to. Many jails throughout the country were outdated and dilapidated, making conditions ripe for riots, inmate escapes, staff mistreatment, offender misconduct, and widespread litigation. What America needed was better jails, but few people knew how to create them.

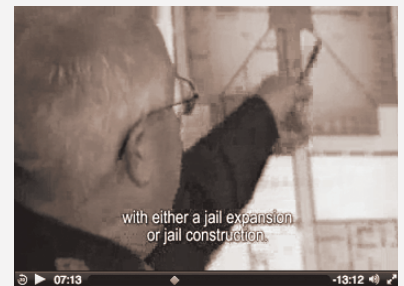
Few county officials and architects had any experience planning, designing, and building a jail, so NIC created its Planning of New Institutions (PONI) class in response. In this training, local officials had to come together and decide what they were looking for in a jail. It was more complex than just deciding the number of cells a facility would need, because emerging technologies and the advent of evidence-based practices in corrections were beginning to change how jails were run. New concepts such as direct supervision jails, educational and substance abuse awareness programs, and inmate recreation were being promoted by advocacy groups and even ordered by the courts.

Today, PONI is one of four programs offered in what has become NIC's New Jail Planning Initiative, and it includes the following four steps:

1 STEP ONE

Jail and Justice System Assessment. This three-day technical assistance event helps local officials look at how the jail fits into the their criminal justice system and teaches them how to look for and identify inefficiencies.

In a video titled *New Jail Planning: Getting It Right*, NIC highlighted four jurisdictions that have followed and benefited from the Planning of New Institutions (PONI) process. The video explains how PONI helps jurisdictions plan the facility they need while identifying cost saving measures along the way.



<http://nicic.gov/Library/024347>



2 STEP TWO

PONI. This course teaches concepts through case studies, allowing participants to get hands-on experience in planning methods. It focuses on the critical elements of planning a new facility, including collecting and using data, pre-architectural programming, site evaluation, project management, and determining staffing needs.

3 STEP THREE

Managing Jail Design and Construction. This course introduces project management skills and clarifies the roles and responsibilities of those who develop, design, and construct new facilities.

4 STEP FOUR

How To Open a New Institution. This technical assistance event helps local officials understand how to plan for the transition to and occupation of a new jail.

EVIDENCE-BASED DECISION MAKING

“When our system doesn’t manage offenders correctly, we miss the opportunity to reduce future harm,” says Mesa County, Colorado, Sheriff Stan Hilkey.

Hilkey and several other members of decisionmaking bodies in Colorado are part of the Evidence-Based Decision Making (EBDM) Initiative, a new program developed by NIC that helps jurisdictions manage the process of coordinating the transfer of information to help them make more informed choices about how to manage offenders. From the point of arrest to intake, incarceration, and ultimately release, jurisdictions must work with their local courts, medical care facilities, and social service systems to decide sentencing, programming, and post-release supervision of offenders based on a number of criteria.

Mesa County, CO, has embraced the guiding principles of EBDM, developing a collaborative, systemic process to achieving harm reduction. Their efforts were awarded in August 2013 when the Mesa County Evidence-Based Pretrial Initiative received a NACo Award from the National Association of Counties (NACo). This achievement award was given to Mesa County for the innovative, collaborative design of new bond guidelines and pretrial practices, including the implementation of a scientific evaluation tool, which categorizes defendants by their public safety risk and potential to fail to appear in court for trial.

Through NIC’s EBDM Initiative, Mesa County, CO, realized these additional gains:

- Implementation of the Colorado Pretrial Assessment Tool (CPAT), which helps the state determine offender risk.
- An increase by 24 to 40 percent in the number of defendants appearing in court for trial on their own recognizance.
- An increase by 30 percent in the number of defendants placed on pretrial supervision since the implementation of CPAT.

When our
system **doesn’t**
manage offenders
correctly, we
miss the opportunity
to **REDUCE**
FUTURE HARM.

—Stan Hilkey,
Sheriff, Mesa County,
Colorado

Mesa County is just one of seven selected sites that were chosen to be part of the EBDM Initiative. In fiscal year 2013, all seven sites were in the third phase of the multi-phase program.

Demonstrated results of EBDM by fiscal year 2013 include:

- 1 Decreases in jail populations due to the use of risk assessment tools. These tools help systems identify low-risk defendants eligible for alternatives to incarceration earlier in the court process.
- 2 Reductions in the number of offenders returned to jail for probation violations. After jurisdictions implemented offender behavior response policies and created a process to respond to probation violations, the number of reported violations decreased.
- 3 The development of a data collection process to provide feedback on defendant release and supervision outcomes.



Exhibit I: Five Phases of Evidence-Based Decision Making

PHASE 1

Development of a workable framework to guide the sites during implementation.



PHASE 2

Cultural and collaborative work among the sites to develop goals and implementation strategies.



PHASE 3

Technical assistance guided by each site's strategic plan, targeted to their needs and change strategies. The change strategies are intended to reduce reliance on the use of jail and prison sentencing for low-risk defendants and offenders.



PHASE 4

Expanding evaluation of decisionmaking points to state-level activities.



PHASE 5

Broadening the EBDM framework from a local program to a statewide initiative.

MISSION-FOCUSED TRAINING





At the core of what the National Institute of Corrections (NIC) offers its stakeholders is mission-focused training. This takes the form of traditional classroom-based learning events, webinars, e-courses, network meetings, and online broadcasts. We offer this range of options to meet the learning styles, work lives, and technology requirements of our various audiences—from staff at the neighborhood jail to the warden of the state penitentiary and everyone in between.

BROADCASTS

How do most Americans spend their time? According to the Bureau of Labor Statics, most of it is spent watching television.¹ It's no wonder then why NIC's satellite/Internet broadcasts reach thousands of viewers each year. NIC's 3-hour broadcasts are streamed live and cover current topics in corrections. They are available both online and via satellite, and our online archives make it possible to view videos of shows for several months after their original air date.

Lesbian, Gay, Bisexual, Transgender and Intersex Offenders Broadcast

In November 2012, NIC hosted a successful broadcast on Lesbian, Gay, Bisexual, and Intersex (LGBTI) offenders. It tackled issues such as where to house offenders who identify as transgender, whether to provide reconstructive surgery to offenders who have begun and need to continue the sex change process, and how to manage same-sex partnerships between offenders in confinement. The broadcast helped corrections agencies take the first step to adapting and adopting new policies affecting LGBTI offenders, ensuring that legislation preserving the rights of LGBTI individuals is followed.

Today, work on the Lesbian, Gay, Bisexual, and Intersex offenders initiative continues to expand, with conference presentations on the management of this population attracting standing-room-only audiences. The LGBTI webpage on the NIC website also receives a large proportion of average daily views and document downloads, reflecting the fact that correctional practitioners are heavily involved in this issue and that more resources are required.

CLASSROOM-BASED TRAINING

Executive Training For New Wardens

NIC conducted three New Wardens training sessions in fiscal year 2013. The class is one of the most over-subscribed training events that NIC provides. Topics of discussion included culture, ethics, managing “up the chain,” media, life balance, and wellness.

Managing High-Risk Populations

A 36-hour training program on Managing High-Risk Segregated Populations was conducted in fiscal year 2013. Eight state agencies participated in the training program. During the training, agency teams provide an overview of their facility's segregation populations, such as:

- The number of beds in their facility.
- The number of staff they have and their respective disciplines.
- A brief description of the process of how inmates are placed in a confined or restricted status.
- Process descriptions of how inmates are managed while on confined or restricted status.

Testimonial from Women's Training Course

Hi Evelyn,

I want to steal a minute of your day to say how fortunate I feel to have been selected to attend your training. When I returned back to the office, I made a point to tell my Deputy Director that it was the best training I'd ever encountered during my 25-year career...and to ensure he seized any opportunity to send others if ever given the chance again.

I made a point to tell my **Deputy Director** that it was *the best training I'd ever encountered during my 25-YEAR CAREER.*

I have never felt so much validation or appreciation from a group of strangers in such a short amount of time. I know that was a credit to you, and the other instructors, for living up to the promise to provide a safe environment for all of us to share our thoughts, opinions, stories, [and] ourselves. My only complaint was that it had to end.

I wish you well...be safe.

Respectfully,
Michele

MICHELE ORTEGA
Special Agent-In-Charge
Central Intake Unit
Office of Internal Affairs-HQ

MISSION-FOCUSED TRAINING

- The mechanisms used for releasing inmates from a confined or restricted status.
- Information about whether some of their confined population is released directly to the streets and what, if any, reentry services are provided.
- Information about how these segregated inmates are transitioned to the community.

The information shared in the training is used to drive discussion and areas of focus specific to the participating agency teams. Prior to leaving the program, agency teams engage in "action planning" to return to their respective organizations with ideas on improving the management of high-risk segregated populations.

REGIONAL TRAINING

For state and local authorities, NIC often provides specialized training programs specific to the needs of the immediate area. Funding is provided to trainers in the region to give learning instruction to neighboring states in the western, central, northeast, and southern areas of the United States.

Incident Command

Two training sessions on Incident Command were conducted for the Iowa Department of Corrections and the Kansas Department of Corrections, respectively. These training sessions facilitate participants' becoming certified in levels of the National Incident Management System, core skills highlighted by the Federal Emergency Management Agency that practitioners should have during emergency efforts.

Security Audits

Three security audit training programs were conducted for the Arizona Department of Corrections on July 22–26, 2013; the Virginia Department of Corrections on August 19–23, 2013; and the Massachusetts Department of Corrections on September 16–20, 2013.

E-COURSES

Access to ongoing training is critical for correctional staff, yet evidence indicates that training within corrections departments is decreasing due to lack of funding. Many don't have the staff to conduct the multiple trainings required to keep staff up to date on the latest techniques and evidence-based practices that have been proven to improve job effectiveness.

MISSION-FOCUSED TRAINING



At the same time, the way people learn is changing. Mobile and online learning is replacing traditional instruction in K-12 classrooms, universities, and government.ⁱⁱ Multiple days of training focusing on a group of topics is often replaced with short educational activities where users spend only minutes learning about one topic. These current trends in corrections and training provide an opportunity for NIC to assist the field via e-learning, supplementing the training that agencies provide to their employees.

E-Learning for Line Staff

NIC hosts three learning centers on its website, each focused to the learning needs of specialized audiences. The NIC Learning Center (<http://nic.learn.com>), intended for executive-level leaders and corrections decisionmakers, provides classroom event registration, virtual instructor-led training, and e-courses. The PREA Learning Center (<http://nic.learn.com/PREA>) maintains courses devoted to providing instruction related to adherence to the Prison Rape Elimination Act of 2003. The Frontline Learning Center (<http://nic.learn.com/Frontline>) is available to correctional line staff.

The Frontline Learning Center, launched in January 2012, is an e-course-only learning center that can be accessed by correctional officers, detention officers, probation and parole officers, reentry specialists, correctional health professionals, and other correctional line staff. Feedback received from the Frontline site shows that:

90.7%



of respondents
AGREE OR STRONGLY AGREE
with this statement:

center are applicable to my job."

92.1%



of respondents
AGREE OR STRONGLY AGREE
with this statement:

*"Online learning is an effective
way for me to acquire new
knowledge, skills, or abilities."*

88.5%



of respondents
AGREE OR STRONGLY AGREE
with this statement:

*"I would recommend this
learning center to other
correctional frontline staff."*

MISSION-FOCUSED TRAINING



Additional feedback showed that learning in the Frontline Learning Center helped staff save time and save money on continuing education. Here's a small sample of the comments we've received:

- "I really enjoyed these courses. They were informative, concise, and time-saving."
- "Having these educational courses available to me will not only continue my education but enhance my ability to do my job more effectively."
- "I believe that these courses are a great way for [c]orrectional [o]fficers to gain knowledge through training for job-related situations."
- "I have learned so much from this website! I hope to take many more courses in the future."
- "Absolutely one of the best online programs I've come across."
- "Since our [d]epartment has made budget cuts in the area of training, there is very limited training offered, but we are still required to have 40 hours of training in for the year. This has been extremely helpful to get our training hours completed with these online courses. Also, the training was interesting, helpful, and applicable to my job."

Evidence-Based Practices E-Course Series

To be responsive to the needs of the field, NIC solicits and values feedback from its constituents. Through the networks it sponsors, NIC heard from many stakeholders that they needed more training for their line staff. Often, jurisdictions that have implemented evidence-based practices are not able to provide line staff training on their own, though it is a necessary component to ensuring the fidelity of program implementation. To help, NIC developed several series of courses especially designed for training frontline personnel.

NIC Virtual Partnership Makes a Difference

"NIC saved us money, staff time, and our participants were better prepared for the classroom," reports Jim Chastain, Program Manager, Offender Workforce Development Specialist, of the Kansas Department of Corrections.

Since 2004 the Kansas Department of Corrections (KDOC) has been working in partnership with NIC. They are part of an expanding base of stakeholders that are delivering specialized offender workforce development services to offenders who are incarcerated and on pre- or post-incarceration release. Other stakeholders include federal probation, state workforce centers, divisions of children and family services, and local investment workforce boards.

"We developed a strong base with the Workforce Development training, and in 2012 when the

NIC updated their training to include a blended approach, we had a new challenge," said Chastain. The challenge was how to include external partners in the e-learning modules if the modules were housed inside the KDOC computer system.

"We spoke with Scott Weygandt, manager of NIC's Learning Center, and he told us he could house the learning modules on the NIC Learning Center so our external partners could access the course work," Chastain said.

"We know the blended curriculum saved us money and staff time, and the test scores have greatly improved since we have used the blended approach," Chastain said. "Our participants are better prepared and have a better foundation when they get to the classroom modules." Chastain reported that virtually all the participants now get to the 90% mark in test scores.

Chastain further reported that KDOC's long-term goals are to have its own learning management system and to enhance its work through the NIC Offender Employment Retention Specialist training.

"The National Institute of Corrections' investment has changed the culture in Kansas," said Chastain. "We wouldn't be where we are without NIC support."

*We wouldn't be
where we are without
NIC SUPPORT.*

MISSION-FOCUSED TRAINING



One such series of courses is “Evidence-Based Practices for Correctional Settings,” a six-course program designed for both supervisors and staff. The program addresses the specific skills and practices that, when implemented effectively, can increase positive outcomes with defendants, offenders, and inmates in pretrial, probation, jail, prison, parole, and reentry back into the community.

The e-courses were developed by NIC through a cooperative agreement with nationally recognized experts on evidence-based practices. Correctional agencies may access them at no cost through the NIC Learning Center or the Frontline Learning Center. In this way, jurisdictions can train large numbers of frontline supervisors and line staff in a manner that is both efficient and cost effective.

Improved Navigation and Tutorials

To improve the service that NIC provides through its learning centers, projects in fiscal year 2013 included several enhancements. Site navigation was updated to make it easier for users to access different pages quickly. The learning center pages incorporated modern design with the use of a content slider, centralized navigation, and one-click course launch.

————— ★ —————

“Evidence-Based Practices for Correctional Settings” addresses the **specific skills and practices** that, *when implemented effectively*, can increase **POSITIVE OUTCOMES**.

————— ★ —————

Evidence-Based Practices for Correctional Settings: A Summary

A new series of courses released for frontline staff and supervisors, “Evidence-Based Practices for Correctional Settings” lays the foundation for how a facility can begin to add evidence-based practices to everyday processes and operations. Here’s a brief summary of the program:

COURSE AND PROGRAM OVERVIEW,

the first courses in the series, lay the foundation for how correctional practices can affect changes in offender behavior. With the ultimate goal of enhancing public safety, the courses teach officers how to achieve success with offenders by helping them reduce behaviors associated with crime.

RISK ASSESSMENT AND CLASSIFICATION: FUNDAMENTALS FOR CRIMINAL JUSTICE PROFESSIONALS introduces staff to actuarial

risk assessments and describes how they are used as a tool within criminal justice professions.

EFFECTIVE BEHAVIOR CHANGE: INTERVENTIONS FOR OFFENDERS IN COMMUNITY AND INSTITUTIONAL SETTINGS provides an overview of the research on offender behavior change.

As such, this course summarizes the principles of evidence-based practice, social learning theory and effective interventions, and the many opportunities available to shape offender behavior.

ESSENTIAL ELEMENTS OF CASE PLANNING provides frontline supervisors and line staff the opportunity to learn the history and advancements of evidence-based practices relating to case planning.

OUTCOME AND PERFORMANCE MEASURES: WHY DATA ARE SO IMPORTANT helps corrections staff appreciate the significance of ensuring that correctional practices are implemented with fidelity to their model and that data is collected and analyzed to understand the degree to which intended actions are accomplishing their goals.

PUTTING IT ALL TOGETHER, the final course in the series, integrates and links the information from the preceding courses and explains how core correctional practices that are known to enhance public safety are implemented throughout the correctional continuum.

Training Type Preference

NIC's learning center registration form asks users to select the type of training(s) they plan to enroll in. E-courses are the most popular type of training that participants plan to receive from NIC, followed by classroom training and virtual instructor-led training (see Table I).

	FY '13	
I plan to enroll in	Frequency	Percent
E-courses	16,417	78.0
Classroom Training	1,114	5.3
E-courses, VILT	870	4.1
Classroom Training, E-courses, VILT	854	4.0
I don't plan to enroll in any training	697	3.3
Classroom Training, E-courses	582	2.8
VILT	336	1.6
All other combinations	166	.9
Total	21,036	100.0

Table I: Frequency distribution for training type preference for all learning center accounts as of fiscal year 2013.

MISSION-FOCUSED TRAINING

Virtual Partnerships

NIC partners with or provides technical assistance to federal, state, and local departments of correction (DOCs) in the area of online training. Listed below are examples of the active partnerships during fiscal year 2013.

PENNSYLVANIA DEPARTMENT OF CORRECTIONS provided the e-course "Motivational Interviewing: Overview" through their learning management system. The course, which was a mandatory training requirement for all Pennsylvania DOC staff, recorded 2,497 completions.

WEST VIRGINIA DEPARTMENT OF CORRECTIONS provided the e-course "Your Role Responding to Sexual Abuse" through its learning management system. The course was completed by 1,436 West Virginia DOC staff.

NEW YORK STATE'S OFFICE OF CHILDREN AND FAMILY SERVICES (OCFS) provided the e-course "Your Role Responding to Sexual Abuse" through its learning management system. The course was completed by 729 OCFS staff.

WASHINGTON DEPARTMENT OF CORRECTIONS ROM recorded 84 completions using several NIC courses on their learning management system, including "Motivational Interviewing: Overview," "How To Develop Effective Performance Objectives," "Transformational Change: Theory and Practice," and "Career Development Theory and Its Application."

THE NATIONAL INSTITUTE OF CORRECTIONS ROM blended training in the Kansas DOC by providing access to several Offender Workforce Development Specialist courses.

MISSION-FOCUSED TRAINING

Fiscal Year 2013 E-Learning Highlights

Providing training is at the heart of NIC. The following are additional training highlights from our three learning centers:

- Over 44,000 people logged in at least once to one of NIC's learning centers in fiscal year 2013. This equals a 159 percent increase over logins during fiscal year 2012 and a 234 percent increase over logins during fiscal year 2011.
- Participants typically came from a state or county agency, worked in a jail or prison, were employed in corrections between less than 1 year and 15 years, held their current position between less than 1 year and 5 years, and were primarily interested in taking e-courses.
- During the 2013 fiscal year, 2,256 users completed a classroom training program or network meeting, 3,783 completed a virtual instructor-led training, and 491 completed blended training.
- Users completed 44,439 e-courses during fiscal year 2013, which is a 56 percent increase over fiscal year 2012 and a 170 percent increase over fiscal year 2011.

Endnotes

¹Bureau of Labor Statistics. 2012. Accessed February 2014.

²<http://thejournal.com/articles/2011/11/09/mobile-technology-changes-the-game.aspx>; <http://www.edweek.org/dd/articles/2011/10/19/01bits-michigan.h05.html>; <http://www.kineo.com/e-learning-trends/future-of-e-learning-in-universities.html>; http://www.washingtonpost.com/local/education/virtual-schools-are-multiplying-but-some-question-their-educational-value/2011/11/22/gIQUANUzkzN_story.html

Learning Activities

During fiscal year 2013, participants were engaged in over 800 NIC training events. The number of offerings available in fiscal year 2013 were higher in all learning activities when compared to the previous year (see Table 2).

Learning Activity	FY '13 Frequency	FY '12 Frequency	Percentage Change
Classroom or network meeting	99	80	23.6
VILT or Webinar	202	36	461.1
E-Course	483	280	72.5
Blended Training	18	n/a	n/a
Self-Paced Learning Plan	7	n/a	n/a

Table 2: Frequency table for the number of offerings available during fiscal years 2013 and 2012.

Top NIC-Designed E-Course Completions

A total of 43 NIC-designed e-courses were available for learning. The NIC custom e-course "Your Role Responding to Sexual Abuse" was by far the most popular e-course with 19,098 completions (see Table 3).

Rank	E-Course	Developer	Completions
1	Your Role Responding to Sexual Abuse	NIC	19,098
2	Interpersonal Communication Skills with Correctional Offenders—Course 1	NIC	1,088
3	Motivational Interviewing (MI): Overview	NIC	868
4	Interpersonal Communication Skills with Correctional Offenders—Course 2	NIC	822
5	Assigning Inmates to Housing	NIC	797
6	Interpersonal Communication Skills with Correctional Offenders—Course 3	NIC	726
7	Emergency Preparedness and Response	NIC	678
8	The Role of the Correctional Leader/Manager	NIC	637
9	Leadership In Times of Critical Incidents	NIC	560
10	Career Development Theory and Its Application	NIC	560

Table 3: Top ten NIC e-course completions for fiscal year 2013.

OUTREACH





NETWORKS

The National Institute of Corrections (NIC) serves the needs of government stakeholders in varying capacities. Often it will include training programs tailored to the needs of elected officials and appointed personnel. These training programs cover the essentials of managing statewide correctional systems and introduce leaders to evidence-based practices, trends, and operations in today's correctional environment.

Additional training programs focus on informing leaders and managers in correctional specialty areas, such as medicine, food service, and public information. These specialists come together to share information and the lessons they've learned with their peers. Each training also includes a focused, research-based exploration of trending topics in each specialty area.

Here, we highlight several examples.

ASCA/APAI

NIC coordinated the Combined Focus Group Symposium Planning Meeting with the Association of State Correctional Administrators and Association of Paroling Authorities International on June 27–28, 2013. Three representatives from each professional association discussed the coordination of services for reentry between the institution and community, developing a joint mission statement to guide future activities.

Large Jail Network

The very first meeting of the Large Jail Network (LJN) was the culmination of several years' effort of NIC to respond to the unique needs of administrators of large jails and large jail systems. The concept for the network originated when participants in "megajail" seminars in the early 1980s said that they would like opportunities to interact with other large-jail administrators and find out what their peers were doing in their respective jurisdictions.

To help, NIC identified jurisdictions with an average daily jail population of 1,000 or more inmates to be part of a network. The network was launched with 67 member agencies and convened its first meeting in 1990. Today, over 175 jails and jail systems are eligible to participate in the network, based on jail population data as reported by the U.S. Bureau of Justice Statistics.

Since the first meeting, up to 60 members have met twice yearly without fail until the budget saving measure known as the sequestration necessitated cancellation of the meeting in March 2013.

The LJN's mission is to promote and provide a vehicle for the free and open exchange of ideas and information and innovation among network members. In addition, it reinforces the assumption that knowledge can be transferred from one jurisdiction or agency to another and that this knowledge can serve as a stimulus for the development of effective approaches to address similar problems or opportunities.

As a group, network members are an available resource to each other. The network provides a systematic way for information to be shared, which not only benefits the network member, but through the publication of the proceedings

of their meetings, they serve and represent the local government, community, staff, and inmates.

The goals of the LJN are to:

- Explore issues facing jail systems from the perspectives of network members with administrative responsibility.
- Discuss strategies and resources for dealing successfully with these issues.
- Discuss potential methods by which NIC can facilitate the development of programs or the transfer of existing knowledge or technology.
- Develop and improve communication among network members.
- Seek new and creative ways to identify and meet the needs of network members.

What People Are Saying About the NIC Virtual Conference on Reentry

"I very much appreciated the ability to receive this valuable training without having to travel. I will be requiring my staff to participate in future sessions as well as to login and review the recorded sessions.

"Great job to all of you who created this training forum."

—Anonymous, Santa Barbara County Sheriff's Office

"AWESOME CONFERENCE!"

We enjoyed everything."

—Anonymous, Training Specialist U.S. Probation Houston, Texas 77002

"Please let me offer my sincere thanks for the outstanding; extraordinary; "outta this world" efforts that you and the NIC team put forth to pull off this first ever NIC virtual conference. I can only imagine what went on behind the scenes to pull this thing off—all involved are to be congratulated and commended. As far as the bumps—we in Corrections are a hardy bunch and can take it! I look forward to poking around the archives a bit more but overall have found the entire experience wonderful."

"And, while I may be sounding a bit redundant in the offering of well-deserved superlatives, there simply aren't enough of them to reflect how grateful we are out here "in the trenches" for everyone at NIC and the hard work done every day in helping us to learn; stay informed; and to do our work in a better way."

—Anonymous, Chief of Programs and Services, County Department of Corrections

OUTREACH

Mental Health Network

The annual session of the Mental Health Network was held at the National Advocacy Center in Columbia, SC. There were 37 correctional agencies represented, including the Bureau of Prisons (BOP). Topics such as standards updates, process improvement, health care reform and mental illness and segregation were addressed.

Food Service Directors Forum

NIC conducted its first Food Service Director's Forum in Aurora, CO, in fiscal year 2013. Topics discussed included national menus, food allergies, and contracted versus non-contracted food services. Thirty-six jurisdictions attended the training.

Chief Public Information Officer Forum

Communications specialists come together each year at NIC's Chief Public Information Officer Forum. In fiscal year 2013, topics discussed included emergency preparedness protocol, social media, and the building of positive command centers. One of the highlights of the forum was the panel of print and television personnel who spoke about corrections and how they report on correctional topics in the media. Thirty-three jurisdictions attended.

Chief Legal Counsel Forum

NIC conducted its first Chief Legal Counsel Network session at the National Advocacy Center in Columbia, SC. The 2-day session held July 9–10, 2013 covered topics such as administrative segregation, the Prison Rape Elimination Act of 2003, and religious services. Following the training, NIC established an online community to support ongoing discussion for the group. Forty-four jurisdictions were present.

CONFERENCES AND WORKSHOPS

Security Conference

NIC hosted two workshops at the Security Conference in Cincinnati, OH, on administrative segregation and the "Impact of Staff Deaths on Agencies," which was presented by Colorado Department of Corrections.

Virtual Conference on Reentry

In May 2013, registration opened for the nation's first virtual conference on reentry. The final event, held on June 12, 2013 included a keynote address by Edward J. Latessa from the University of Cincinnati, five virtual pre-conference recorded workshops, and eight live presentations. Despite some technical difficulties, the Virtual Conference

OUTREACH

was able to offer a total of 14 presentations, with session views of over 6,000 hits, signaling not only the need for more training possibilities but the demand the public has for more information.

The e-courses and live presentations offered a mix of theory and practice, where sessions highlighting examples of practices can be implemented in the field were most popular. Following the conference, presenters were available to answer questions for several days after.

Key features of the virtual conference included:

INCREASED ACCESS: Participants had access to nationally known speakers' presentations and had the ability to ask them questions through threaded discussions and chats.

NETWORKING OPPORTUNITIES: Participants had the chance to network and speak with each other in discussion forums, sharing and learning from each other's experiences.

Participants had **access to nationally known speakers' presentations** and had *the ability to ask them questions* through threaded **DISCUSSIONS AND CHATS**.

Exhibit 2: Virtual Conference on Reentry: By the Numbers

2,640

Registered participants

310

BOP registered participants

885

Corrections partners

6,053

Total view/hits



In a podcast produced by *DC Public Safety*, host Len Sipes interviewed Bernie Iszler, Correctional Program Specialist at NIC, about the inaugural virtual conference. Learn from Iszler how the conference was conceived.

<http://nicic.gov/gov/go/VirtualConferenceInterview>



EVIDENCE-BASED PRACTICES



CHAPTER 5: EVIDENCE-BASED PRACTICES



Evidence-based practice is the process of using research to guide operations. It's a move away from relying on intuition and instead leans on discoveries proven through research to be effective in reducing a person's risk to reoffend and cause future harm to communities. Effective implementation of evidence-based practices requires specialized training of the sort that National Institute of Corrections (NIC) offers. Well-trained correctional staff in today's work environment are knowledgeable about cognitive behavioral therapies, motivational interviewing techniques, proven organizational strategies, and the elements of effective leadership. Implementation of evidence-based practice is part of all NIC training programs.

In this chapter, we review a short list of reentry-related initiatives demonstrating NIC's use of evidence-based practice in the field. For NIC, reentry begins when offenders become involved in the criminal justice system. We understand that simple things like whether offenders have a place to stay upon release or whether they have received training to find and keep a job are paramount to their success in the community. It helps ensure that they do not return to crime as a means of resolving their personal issues. NIC's programs help organizations, communities, and criminal justice systems create solutions that help people find stability in their lives and reduce their risk to reoffend.

PRISON REENTRY PROGRAMMING SURVEY

In fiscal year 2013, NIC conducted a survey at the request of the Bureau of Prisons regarding reentry programs and their validation as evidence-based. A total of 27 states responded. The survey provided information about a broad array of programming used to prepare offenders for reentry as well as definitions of evidenced-based practices.

OFFENDER WORKFORCE DEVELOPMENT SPECIALIST INITIATIVE

In fiscal year 2013, NIC provided Offender Workforce Development Specialist (OWDS) Partnership Training through a cooperative agreement with the National Career Development Association (www.ncda.org). State and local correctional agencies host this training in their jurisdictions to provide training for their staff and staff of partnering agencies that provide employment services for offenders in jails, in prisons, and on community supervision.

This 160-hour competency-based training program consists of two weeks of classroom-based training, six e-courses, and a practicum assignment completed between weeks of training. Graduates of the program are eligible to apply for six undergraduate- or graduate-level college credits through Indiana State University and for certification as a Global Career Development Facilitator through the Center for Credentialing and Education, Inc. (www.cce-global.org).

In FY 2013, the following jurisdictions hosted and successfully completed the OWDS Partnership Training Program:

- Kansas Department of Corrections in Hutchinson, KS—October 2012
- New Mexico Corrections Department in Albuquerque, NM—December 2012
- Tennessee Department of Corrections in Tullahoma, TN—January 2013
- Travis County Sheriff's Office in Austin, TX—June 2013



In addition to OWDS training, NIC also provided workshops on offender workforce development at the following conferences:

- Correctional Education Association in Cleveland, OH—July 2013
- National Career Development Association in Boston, MA—July 2013

OFFENDER WORKFORCE DEVELOPMENT SPECIALIST PARTNERSHIP TRAINING

Across the country, Correctional Industries (CI) manages real-world business operations inside the prison setting, providing a variety of finished goods—such as furniture, apparel, and electronics—and services—such as printing, optical billing, and call center support—for state agencies and businesses. At the heart of CI is valuable reentry training for thousands of men and women. For many years, it has been providing an opportunity for incarcerated offenders to learn work skills and a work ethic.

In the spring of 2009, the first all-CI team attended NIC’s National Offender Workforce Development Specialist (OWDS) training. The CI team completed the training in April 2009 and the twelve individuals chosen to be part of this inaugural team all headed home to their respective states to see how they might use the training. A number of promising programs have come forth from that initial training, but what has happened in Indiana has been successful beyond expectations.

Of the participants who graduated from the 2009 training, only one, Doug Evans, was from Indiana. Doug, who is also the Indiana OWDS State Program Director, returned home to his position of Operations/Reentry manager at the Prison Enterprises Network (PEN), Indiana’s Correctional Industry program. Doug knew that the tools he had taken away from his OWDS experience could make a difference in Indiana’s CI operation. Little did he realize the magnitude of what would happen over the next 4 years:

CAREER PATH PLANNING WORKSHOPS. Using various concepts and tools from OWDS training, a six-hour workshop was developed for offenders nearing their time of release. The “Career Path Planning Workshop” (CPPW) brought offenders and reentry practitioners together. During the course of the day, the offender and staff sit together and work through the curriculum and activities as a team. The workshop covers career assessments, time management, job retention, and decisionmaking skills. To date, there have been more than 30 CPPW workshops educating over 1,000 offenders and 350 staff.

OWDS STATE PARTNERSHIP. A unique set of circumstances provided the opportunity for an all-Indiana team to complete OWDS training in October 2009. During the third week of their training, a plan was developed to replicate OWDS training fully in Indiana. The plan came to fruition, and in the spring of 2011, there were 30 reentry practitioners who graduated with their OWDS certification. This training has grown beyond all expectations and is now provided twice annually. There are now 135 OWDS certified graduates influencing reentry outcomes across Indiana.

CAREER DEVELOPMENT TRAINING. This program built upon NIC’s Career Resource Center concept has more than 50 modules that offenders must complete. The course is self-paced and takes approximately 40 hours to finish. In Career Development Training, offenders learn about the world of work and take assessments to help define their ideal area of interest. They also study time management, computer skills, typing, finance, interviewing, elevator speech delivery, resume creation, and other skills related to finding and keeping a job. The final piece of the program is an extensive essay in which they develop their short- and long-term plan for post release.

THE HOOSIER INITIATIVE FOR REENTRY (HIRE). The Indiana Department of Workforce Development (DWD) has created regions across the state for trained DWD staff to work exclusively with offenders in job search and placement. These 12 individuals are required to be



OWDS certified to hold these positions. The HIRE program has placed more than 900 offenders in meaningful employment during the past 18 months and serves 2,500 clients annually. In addition, the DWD has set a goal to have at least one certified OWDS in each of their 90 Work One employment offices throughout the state.

These programs, along with the partnership with the United States Department of Labor, which brings registered apprenticeship behind Indiana's prison walls, are truly making a difference. Indiana has witnessed a 3.5 percent decrease in recidivism (36.1% overall) in the past 3 years. CI will have full results on its current recidivism rate in 2015; however, offenders participating in the CI programming today have been shown to have a current recidivism rate of 24.5%.

The OWDS state partnership between PEN and NIC has changed the face of reentry in Indiana. There are trainings, partnerships, and collaborations at a level that could not have been imagined a few years ago. Is it making a difference? The numbers say yes.

TRANSITION FROM JAIL TO COMMUNITY

The Transition from Jail to Community (TJC) initiative is a comprehensive model for jail reentry, whose goals are improving public safety and increasing successful reentry outcomes for individuals cycling through local jails. The TJC model is based on reentry research, evidence-based practices, and input from an advisory group of experts in the jail reentry field.

The first jurisdictions to implement the model were:

- Denver, CO
- Douglas County, KS

A year later, four additional jurisdictions were selected through a competitive application process:

- Davidson County, TN
- Kent County, MI
- La Crosse County, WI
- Orange County, CA



Transition from Jail to Community Officers, Fresno, CA (left to right): Paul Lee, Probation Officer; Jared Verdiales, Probation Officer; Christopher Garcia, Correctional Officer; Cinthya Diaz, Correctional Officer

Throughout Phase I of the TJC initiative, sites receive technical assistance to help them implement the TJC model.

Findings from Phase I sites suggested that TJC is a viable, flexible model for enhancing local jail reentry efforts. Through the TJC initiative, the six sites successfully implemented the model's core elements, which include:

- A collaborative structure involving both criminal justice agencies and community-based organizations
- A triage framework based on validated risk and needs assessments
- Development of a case management and community handoff framework to promote continuity of care
- Implementation of evidence-based programs, such as cognitive-behavioral programming (for example, five of the six sites received training from NIC on the Thinking for a Change curriculum)

Exhibit 3: Transition from Jail to Community Fresno By the Numbers

60

The number of inmates who have been housed in the unit since its opening on August 5, 2013. Currently there are 42 inmates housed in the TJC area.

26

The number of offenders who have successfully completed Thinking for a Change.

14

The number of offenders who have been released to the community with Probation Supervision. To date, all 14 remain arrest free. One is gainfully employed, one has obtained his GED, and six are residing in Sober Living Environments.

TJC in the News

"A program designed to rehabilitate criminal offenders by changing the way they think and behave is now being offered to Washington County offenders. Washington County judges have been taking note of the new program, using it as an additional offender rehabilitation option during sentencing. Often it's used in conjunction with a sentence of jail time, community control or counseling."

—The Marietta Timesⁱⁱⁱ

EVIDENCE-BASED PRACTICES

Results from an online survey of key stakeholders indicated that these stakeholders perceived improvements on a number of dimensions, including quality and availability of services, cooperation and trust between agencies involved in jail reentry, and local support for jail reentry efforts due to implementation of the TJC model.

Based on these promising findings, Phase II of the TJC initiative was launched with the selection of six additional learning sites in August 2012:

- Ada County, ID
- Duval County, FL
- Franklin County, MA
- Fresno County, CA
- Hennepin County, MN
- Howard County, MD

In fiscal year 2013, NIC announced the selection of two additional TJC sites in an effort to implement and test the TJC model in counties affected by California's Realignment (AB 109) process:

- San Diego, CA
- Santa Barbara, CA

NIC and the Urban Institute (UI) are currently working with all eight sites to implement the TJC model. In particular, in Phase II, NIC and UI have worked to incorporate an enhanced focus on pretrial populations into the TJC initiative and are working with the sites to design evidence-based approaches to pretrial release, supervision, and services. Thus far, all eight sites have made important strides in improving their local jail reentry processes.

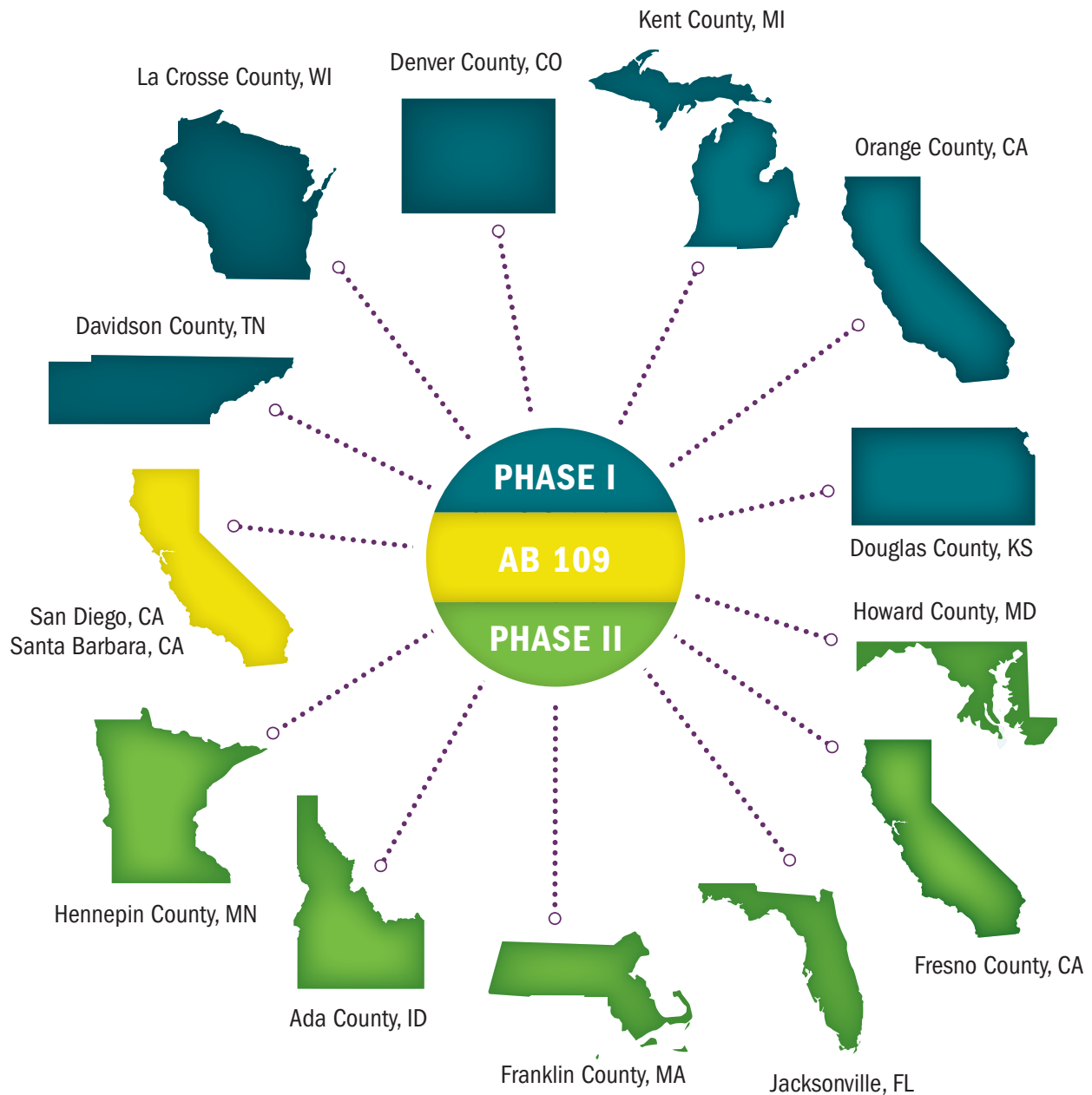
To highlight just one example, as part of its TJC initiative, Fresno County has designed and implemented a jail-based Transition Unit that provides programming and services to inmates returning to the Fresno community. The Transition Unit, a collaborative effort between the Fresno County Sheriff's Office and the Fresno County Probation Department, houses male inmates sentenced under California's realignment process to a period of jail time

**"Don't Judge me by my past,
I'm not in the past anymore.
Accept me for who I am
because THIS IS ME TODAY."**
—A quote from an inmate
in the Fresno, California,
Transition Unit



followed by a term of probation supervision. The Transition Unit, which opened in August 2013, houses up to 72 inmates with a minimum of 4 months of jail time remaining to serve. To be eligible for the Transition Unit, inmates must be assessed as being at either a high or medium risk to reoffend, and they must not have a serious mental illness or have an active gang affiliation.

Exhibit 4: Transition from Jail to Community Selected Sites



EVIDENCE-BASED PRACTICES

Transition Unit participants receive a criminogenic risk/needs assessment, the results of which are used to develop a case plan and to place the inmate in programs and tailored need-based services, such as Thinking for a Change (T4C), substance abuse treatment, mental health counseling, anger management classes, parenting and life skills classes, and GED classes. Through their participation in the program, inmates move through a series of phases in which they gain increasing responsibilities within the unit. The Transition Unit employs a system of sanctions and incentives to encourage good behavior.

The unit is staffed by a social worker, one correctional sergeant, two correctional officers, and two probation officers. Community-based organizations provide much of the programming for the unit. Transition Unit staff are trained in evidence-based strategies, including assessment, cognitive-behavioral therapy, and motivational interviewing.

The use of probation officers to staff the unit is an innovative feature of the program that provides participants an opportunity to learn about the requirements and expectations of their term of supervision, as well as the services available to them upon release through the Probation Department. In addition, the two probation officers who staff the unit also serve as participants' initial probation officers and provide case management services for a period of 60 to 90 days after release. Upon return to the community, Transition Unit participants may continue to receive services, such as T4C, substance abuse treatment, mental health services, education, and employment services, through the Probation Department or its partnering organizations.

More information about the TJC initiative and the learning sites is available here: www.nicic.gov/jailtransition.

Endnotes

ⁱⁱⁱMarietta Times, Jasmine Rogers, Program Gives Criminals Tools To Change Their Lives, May 15, 2013.

Exhibit 5: Transition From Jail to Community Elements and Process

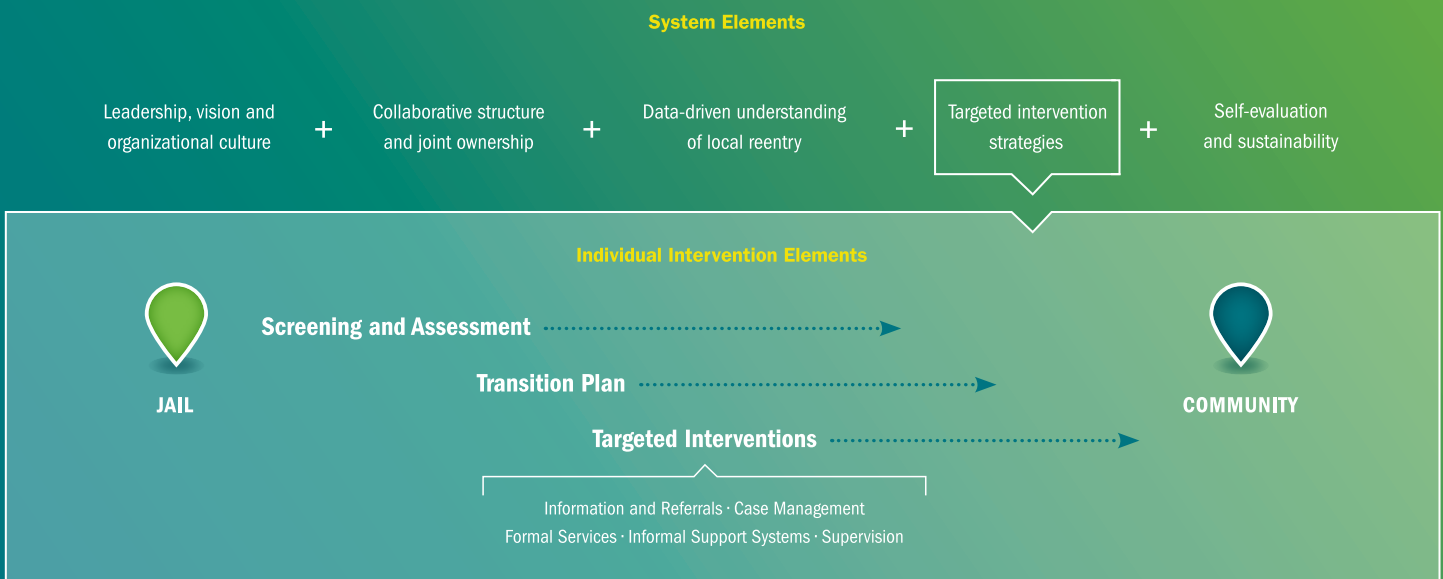




Exhibit 6: Offender Population Statistics



INFORMATION SERVICES





THE INFORMATION CENTER

The Information Center at the National Institute of Corrections (NIC) is not your typical library. It manages nearly 18,000 corrections-specific and corrections-related management resources, making its collection one of the largest in the United States devoted exclusively to corrections. Resources include NIC publications, multimedia collections, agency policies and procedures, training materials, bibliographies, and a web-based network of referrals.

When people contact the Information Center, they connect to a help desk staffed by specialists in the library sciences, information services, and web development fields. Their skills are tailored to meet the needs of the corrections field, and their expertise shows. Here is an anonymous comment to a post-service survey that illustrates customer satisfaction:

“The help desk was very helpful and polite. I really enjoyed the professionalism. I like the fact there is a person to help instead of being sent to a website. I like the personal touch.”

Another user of the help desk said, “This [is] an incredible service. I work for a local government, and good policy requires good information. It is great to have assistance in getting connected to relevant research and resources in this field...”

In fiscal year 2013, the average customer approval rating for research assistance was 97 percent positive. Constituents accessed our services over 800,000 times during that same period.

Many of NIC’s resources are housed online and in its physical location at the Robert J. Kutak Library at the National Corrections Academy (NCA) in Aurora, CO. Visitors to NCA, including faculty and participants of NIC training, can look through resources here and see NIC’s library space, which was recently redesigned.

Visitors at NCA also have access to specialized training that explains how to maximize the full breadth of resources and research services available to them through NIC. While each case is different, here’s how a correctional administrator might connect with NIC for information on how to prepare offenders for reentry:

- The administrator wants information on how to prepare offenders to transition successfully back into their communities. She reaches out to the NIC Information Center for assistance. What she first encounters is the NIC website, where she finds various relevant resources.
- Upon initial review of the site, she finds several downloadable documents, including NIC’s “TPC Case Management Handbook.” Further exploration brings her to a knowledgebase that contains hundreds of answers to questions posed by the corrections field. Within the knowledgebase, she finds “Guides and Handbooks to Prepare Offenders for Successful Reentry,” which is a listing of relevant resources.

“The help desk was
very **helpful and polite.**

I really enjoyed the
PROFESSIONALISM.
I like the fact there is
a person to help *instead*
of being sent to a website.

I LIKE THE
PERSONAL TOUCH.”
–Patron of Information
Center Help Desk

Visit the NIC Knowledgebase

NIC offers hundreds of Knowledgebase Solutions, answering questions like:

- What are the psychological effects of long-term isolation?
- What are criminal thinking errors?
- Does arming probation officers make them safer?
- What is the recommended inmate-to-staff ratio for jails?

You can find answers to common knowledgebase questions on the upper right corner of every page of the NIC website.

INFORMATION SERVICES

- Upon reviewing the guide, the administrator has further questions, so she clicks on the “Ask NIC a Question” link and submits a question. She receives a quick response from an NIC researcher who is able to provide her with additional targeted resources, including a referral to other practitioners working on responding to the national reentry movement.
- The administrator is also directed to the NIC Corrections Community, an online forum for the exchange of best practices among corrections professionals. She joins the community, searches existing entries, and then posts a question about reentry. Through the responses she receives, she learns how others are addressing these issues while making new professional contacts.



PUBLICATIONS

NIC introduced several new publications for use by practitioners in criminal justice.

An abridged list of those documents includes:

- A Quick Guide for LGBTI Policy Development for Youth Confinement Facilities
<http://nicic.gov/library/026701>
- A Quick Guide for LGBTI Policy Development for Adult Prisons and Jails
<http://nicic.gov/library/026702>
- Policy Review and Development Guide: Lesbian, Gay, Bisexual, Transgender and Intersex Persons in Custodial Settings
<http://nicic.gov/library/027507>
- Addressing Sexual Violence Against Youth in Custody: Youth Workers' Handbook on Identifying and Addressing Sexual Violence in Juvenile Justice Settings
<http://www.wcl.american.edu/endsilence/documents/JuvenileHandbook-WHITEPAPER.pdf>
- Running an Intelligent Jail: A Guide to the Development and Use of a Jail Information System
<http://nicic.gov/library/027446>
- The Green Corrections Project: Action Plans and Lessons Learned
<http://nicic.gov/library/026941>
- Civil Liabilities and Other Legal Issues for Probation/Parole Officers and Supervisors: 4th Edition
<http://nicic.gov/library/027037>
- National Institute of Corrections Report to the Nation FY 2012: Learn, Achieve, Perform
<http://nicic.gov/library/026790>

Sample Information Center Feedback Comments

"Great Job! I had no clue where to go and you guys not only pointed me in the right direction, but you sent me numerous booklets and materials to help me get everything in order! The information and standards you sent me were invaluable and now I have at least a clue of what I'm doing!"

—A newly-appointed jail administrator, May 2013

"Thank you so much.

NIC is *always so informed*

that I just knew you
would come up with

SOMETHING USABLE."

—Patron of Online Help
Desk, QA Coordinator,
Department of Corrections,
August 2013

The Information Center "saved us an enormous amount of time in researching this topic...very helpful. Thank you for your prompt response."

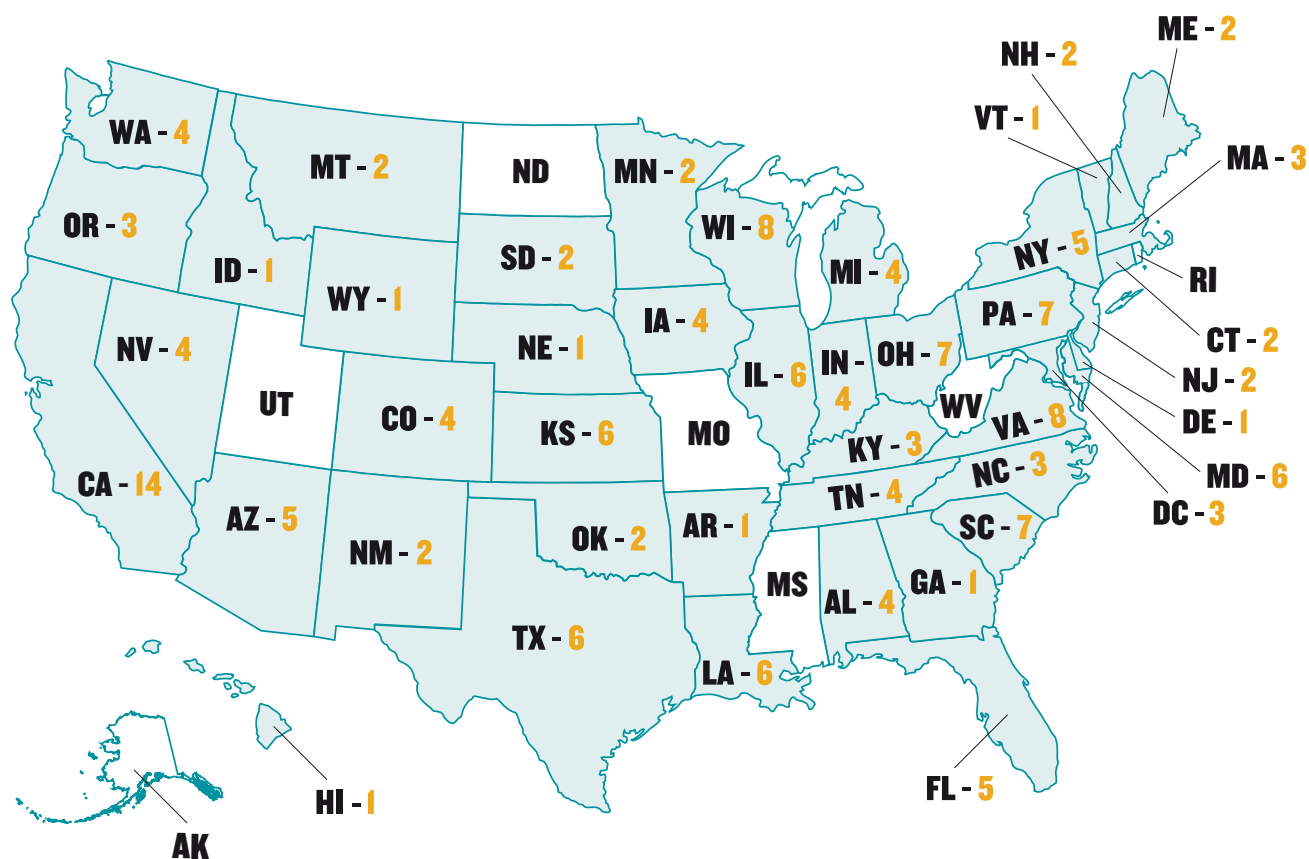
—A participant attending the NIC Executive Excellence program, October 2013

TECHNICAL ASSISTANCE



CHAPTER 7: TECHNICAL ASSISTANCE

Exhibit 7: Technical Assistance By State



State	# TA Requests
AL	4
AR	1
AZ	5
CA	14
CO	4
CT	2
DC	3
DE	1
FL	5
GA	1
HI	1
IA	4
ID	1
IL	6
IN	4

State	# TA Requests
KS	6
KY	3
LA	6
MA	3
MD	6
ME	2
MI	4
MN	2
MT	2
NC	3
NE	1
NH	2
NJ	2
NM	2
NV	4

State	# TA Requests
NY	5
OH	7
OK	2
OR	3
PA	7
SC	7
SD	2
TN	4
TX	6
VA	8
VT	1
WA	4
WI	8
WY	1
National/Other	18
Total	187

